

Candidate identifier	Creating a sustainable jewel from upcycled e-waste			
Criterion	A	B	C	TOTAL/MAXIMUM
Level awarded/maximum	7/8	8/8	8/8	23/24
Criterion A: Planning	<i>Explanatory commentary: Referencing the task-specific clarification, what in this work characterizes it as limited, adequate, substantial, or excellent?</i>			Level by Strand
Strand i: state a learning goal for the project and explain how a personal interest led to that goal.	<p>The learning goal is clearly stated: “to learn what is the circular economy ... learning how to make a sustainable gold jewel from upcycled e-waste”. An explanation of how personal interest connects to the learning goal is presented by initially describing an interest in fashion and upcycling, and then giving reasons and causes (required to fulfil the command term explain), such as concluding that upcycling is the new norm and including a desire to create a jewel that follows the values of upcycling. The last paragraph under “Personal Interest” concludes, and makes it explicit, that the addressed personal interests and experiences are the reasons that led to the learning goal.</p> <p>Note that the choice to include a global context perspective is not a requirement of the objectives. While it may be beneficial to make use of a global context to give a more distinct focus, it is not mandated and will not benefit in achieving against the assessment criteria.</p>			8
Strand ii: state an intended product and develop appropriate success criteria for the product.	<p>An intended product is stated: “to design and create a sustainable pair of circular-shaped, gold earrings made from discarded electronic material”.</p> <p>Multiple product success criteria are presented. However, of the 10 items listed under “Product Success Criteria”, several are not actual criteria (4, 6 and 7 are steps to achieve the product, rather than for the product itself).</p> <p>Under “Details & Test Method”, justifications are provided for including each criterion, showing to some extent why they are appropriate. Although not a requirement, supporting the justifications with reference to research would have strengthened the claims further. The criteria (considering only actual product criteria) are detailed to a limited extent, restricting achieving the highest level. The work reaches a level 7 but is close to a 6.</p>			7
Strand iii: present a clear, detailed plan for achieving the product and its associated success criteria.	<p>A detailed plan is presented, but it does not explicitly link items directly to any of the success criteria. However, it can be seen implicitly that the plan covers how to achieve most of the stated criteria. The plan does not include how to achieve criteria 3 and 5 (shape and size), or criterion 10 (cost).</p>			6
Overall criterion level	7	<p>What aspects of the work made it difficult to arrive at a level? How did you compensate in ‘best fit’?</p> <p>n/a</p>		

Criterion B: Applying skills		Explanatory commentary: Referencing the task-specific clarification, what in this work characterizes it as limited, adequate, substantial, or excellent?	Level by Strand
Strand i: explain how the ATL skill(s) was/were applied to help achieve their learning goal.		Two ATL skills used to achieve the learning goal have been chosen: research and communication. An explanation is provided on how these skills helped reach the learning goal. Reasons are presented, such as needing to confirm the reliability of sources and using videos for a visual source. Evidence has been included, such as a source evaluation. Although the paragraph on communication is more of a description, the paragraph on research skills is an explanation and is therefore enough to reach the highest mark.	8
Strand ii: explain how the ATL skill(s) was/were applied to help achieve their product.		Two ATL skills to achieve the product have been explained: self-management and thinking. In both paragraphs, it is explained, with evidence and examples, how these skills helped achieve the product. A third ATL skill, social, is also addressed. However, this skill is only outlined.	8
Overall criterion level	8	What aspects of the work made it difficult to arrive at a level? How did you compensate in 'best fit'? n/a	
Criterion C: Reflecting		Explanatory commentary: Referencing the task-specific clarification, what in this work characterizes it as limited, adequate, substantial, or excellent?	Level by Strand
Strand i: explain the impact of the project on themselves or their learning.		An explanation is presented on how the project has had a personal impact, including reasons, such as the realization of how they were able to learn better from an expert.	8
Strand ii: evaluate the product based on the success criteria.		A single-point rubric is used to evaluate the product. The evaluation includes all the stated success criteria, considering strengths and weaknesses for each criterion, through detailed examples. To reach the highest mark of 8, all success criteria should be truly evaluated (making an appraisal by weighing up strengths and limitations). For some criteria, these were described rather than evaluated.	7
Overall criterion level	8	What aspects of the work made it difficult to arrive at a level? How did you compensate in 'best fit'? n/a	